

**WHY iPad** = Accelerate SPEL – Skillset, Productivity, Engagement and Learning.

**HOW iPad** = Consume – Create – Collaborate (*Consume content – Create content – Collaborate with others*).

## Leveraging Digital

At Coomera Rivers, every day, students are engaged in a connected learning environment that promotes digital literacies, problem solving, creativity, collaboration & reflection. Through leveraging digital, we hope to accelerate skillset, productivity, engagement and learning outcomes for our students.

Leveraging digital at Coomera Rivers:

- Enables personalisation of student learning through access to rich learning resources.
- Best facilitates the development of knowledge & skills necessary for the 21st century workforce, including digital-age literacy, innovative & creative thinking, effective communication & high productivity.
- Allows continuous access to educational materials allowing learning efficiency to happen anywhere, anytime outside of the traditional 9-3.
- Provides an engaging, interactive environment for learning.
- Strengthens links between home & school by providing transparent communication on student learning & learning outcomes.

## Blended Learning

Blended Learning is the integration of pencil and paper, hands on materials and learning with technology. Both digital and non-digital ways of working should be considered in learning experiences to achieve a learning outcome.

## Time students will spend on iPad?

The amount of time that students spend on their iPad each day will vary from year level to year level, class to class, student to student and day to day. The amount of time will also vary, based on how well the iPad, as a tool to support learning, benefits individual students based on their individual needs and preferred learning styles.

## Classrooms have teachers who:

- Foster student innovation to leverage digital to deepen learning, create knowledge, & apply digital tools in innovative ways
- Leverage digital for personalisation, to increase engagement & amplify learning
- Scaffold learning processes leveraging digital
- Enable connecting & collaborating locally & globally
- Foster digital citizenship & personal safety
- Facilitate student access to digital that enables timely & accurate feedback for learning to students & families.

## Classrooms have students who leverage digital to:

- Co-operate & collaborate with each other
- Create new knowledge to improve global, environmental & cultural understandings
- Apply critical thinking skills & share with others
- Co-design their learning & their learning environment
- Choose & use appropriate digital tools
- Demonstrate digital citizenship & encourage others to be digital citizens
- Clearly describe how technology enhances their learning
- Develop new & creative ideas into products or processes that can impact the real world.



## Consume – Create – Collaborate

**Consume** = Students will be provided opportunities daily to **consume** content on iPad, most of which will provide them timely and reliable feedback e.g. IXL, Epic, Targeting Maths, Decodable Readers, etc.

**Create** = Students will be provided opportunities regularly to **create** content on iPad e.g. iMovie, Keynote, Pages, etc.

**Collaborate** = Students will **collaborate** daily with peers and their teacher through opportunities for rich discussion and group work.

## Seesaw (Consume and Create)

Teachers will use Seesaw to engage and empower students to create, reflect, share, and collaborate. They will use the digital portfolio to collect evidence of learning and invite families to connect with their child's learning through the family app.

Please refer to the [CRSS Seesaw Expectations](#).

## iPad inbuilt Features

Students, and staff, should maximise iPad inbuilt features such as Accessibility, text to speech, speech to text, speak screen, speak selection, camera (photo/video), safari reader, calculator, etc.

## Apple Teacher

It is our goal to have teaching staff complete the Apple Teacher professional learning program offered by Apple. Teachers are encouraged to regularly sign into the Apple Teacher Resource Centre to further develop their skills and ideas for using iPad, and Mac, in the classroom - <https://appleteacher.apple.com>

## Responsible User Agreement

The [Digital Devices Responsible User Agreement](#) outlines the responsible use of iPad at school. It is reviewed & signed by families upon enrolment. Teachers should read through this with students at the beginning of the year when setting class expectations, and revisit regularly throughout the year. A poster is provided for teachers to display in the classroom.

## iPad Expectations & Cyber-safety Expectations

Teachers should review both of these with students at the beginning of the year when setting class expectations and revisit both regularly through the year. A poster of each is provided for teachers to display in the classroom.

## Required Apps Register

The Required apps register details the apps that teachers must maximise across the school and within each year level.

## Subscription sites

At Coomera Rivers, we provide access to some subscription sites for learning, as part of the SRS scheme. These include Seesaw, IXL and Decodable Readers. It is a **REQUIREMENT** that all teachers leverage these sites as part of their regular teaching and pedagogy. Please refer to the [Required Apps Register](#) for further information.

## Home Apps

Students should **NOT** use home apps at **ANY-TIME** at school, unless agreed with the class teacher for the purposes of supporting their learning. Breaching these expectations may result in consequences from the teacher.

## Online Services

A third-party website is any website which is managed or owned by a private company or organization outside of Education Queensland. Only the following information can be used by teachers when creating a class on these sites: **Student's name (first name ONLY), Year group, Class teacher.**

Permission must be given from families to register students on these sites. Families will complete the [Online Services Consent](#) form at each phase of learning, Prep and Year 4. Students without consent cannot access these sites. Class teachers are provided a list of these students.

## Edge / Safari - Websites to support learning

Teachers should supervise students using websites to ensure content is appropriate & where possible, provide curated lists of sites for students to access for learning.

## RI (Religious Instruction)

During RI, non-RI students must **NOT** be allowed free time or free choice on their iPad. During RI, teachers can assign work students need to complete, or a school app aligned to learning e.g. IXL (this does **NOT** include free use of Minecraft Edu, drawing apps, etc.).



